Brennen Elementary

4438 Devereaux Rd.
Columbia, S. C. 29205

Grades   K–5 Elementary School

Enrollment   736 Students

Principal   Marion Crum–Mack, Ph.D.   803–738–7204

Superintendent Dr. Allen J. Coles   803–231–7500

Board Chair   Dr. Jasper Salmond   803–231–7556

The State of South Carolina

Annual School Report Card

2005

ABSOLUTE RATING   EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	46	9	0	0

IMPROVEMENT RATING   GOOD

ADEQUATE YEARLY PROGRESS   YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4−YEAR PERIOD

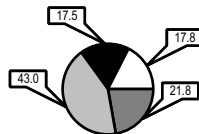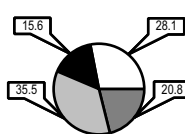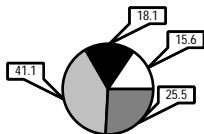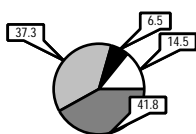|	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Excellent	Good	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory − School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004−05 whose 2003−04 test scores were located.   90.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)
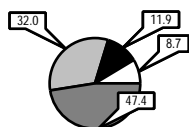
English/Language Arts   **Mathematics**   **Science**   **Social Studies**
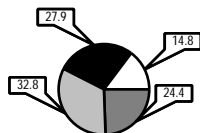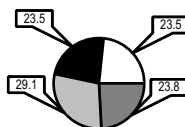
Our School

English/Language Arts: 32.0, 11.9, 8.7, 47.4
Mathematics: 27.9, 14.8, 24.4, 32.8
Science: 23.5, 23.5, 23.8, 29.1
Social Studies: 22.1, 17.2, 23.3, 37.5

Elementary Schools with Students like Ours

English/Language Arts: 37.3, 6.5, 14.5, 41.8
Mathematics: 18.1, 15.6, 25.5, 41.1
Science: 15.6, 28.1, 20.8, 35.5
Social Studies: 17.5, 17.8, 21.8, 43.0
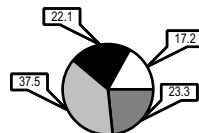
Definition of Critical Terms

⬛	**Advanced**	Very high score; very well prepared to work at next grade level; exceeded expectations
⬛	**Proficient**	Well prepared to work at next grade level; met expectations
⬜	**Basic**	Met standards; minimally prepared, can go to next grade level
⬜	**Below Basic**	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts − State Performance Objective = 38.2%									
All Students	386	100.0	9.1	31.8	46.6	12.5	66.8	Yes	Yes
Gender									
Male	195	100.0	11.0	33.7	43.6	11.6	63.0		
Female	191	100.0	7.0	29.8	49.7	13.5	70.8		
Racial/Ethnic Group									
White	240	100.0	4.4	25.3	52.0	18.3	79.5	Yes	Yes
African American	120	100.0	18.8	44.6	34.7	2.0	42.6	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	23.1	46.2	30.8	0.0	30.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	343	100.0	4.8	31.4	50.6	13.1	72.8		
Disabled	43	100.0	42.5	35.0	15.0	7.5	20.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non−Migrant	386	100.0	9.1	31.8	46.6	12.5	66.8		
English Proficiency									
Limited English Proficient	25	100.0	15.8	52.6	31.6	0.0	31.6	I/S	I/S
Non−Limited English Proficient	361	100.0	8.7	30.6	47.4	13.2	68.8		
Socio−Economic Status									
Subsidized meals	118	100.0	21.1	42.1	34.7	2.1	43.2	Yes	Yes
Full−pay meals	267	100.0	4.7	28.0	51.0	16.3	75.5		
Mathematics − State Performance Objective = 36.7%									
All Students	386	100.0	14.8	32.4	24.1	28.7	64.8	Yes	Yes
Gender									
Male	195	100.0	14.4	30.4	23.2	32.0	67.4		
Female	191	100.0	15.2	34.5	25.1	25.1	62.0		
Racial/Ethnic Group									
White	240	100.0	7.4	25.8	28.4	38.4	78.6	Yes	Yes
African American	120	100.0	27.7	44.6	15.8	11.9	38.6	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	38.5	46.2	15.4	0.0	23.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	343	100.0	11.5	32.4	25.6	30.4	68.9		
Disabled	43	100.0	40.0	32.5	12.5	15.0	32.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non−Migrant	386	100.0	14.8	32.4	24.1	28.7	64.8		
English Proficiency									
Limited English Proficient	25	100.0	36.8	42.1	21.1	0.0	31.6	I/S	I/S
Non−Limited English Proficient	361	100.0	13.5	31.8	24.3	30.3	66.7		
Socio−Economic Status									
Subsidized meals	118	100.0	25.3	45.3	20.0	9.5	46.3	Yes	Yes
Full−pay meals	267	100.0	10.9	27.6	25.7	35.8	71.6		

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

Science

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
All Students	386	99.7	23.1	29.3	23.9	23.6	47.6
Gender							
Male	195	100.0	21.0	29.8	24.3	24.9	49.2
Female	191	99.5	25.3	28.8	23.5	22.4	45.9
Racial/Ethnic Group							
White	240	99.6	9.6	25.9	30.7	33.8	64.5
African American	120	100.0	47.5	37.6	9.9	5.0	14.9
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	61.5	23.1	15.4	0.0	15.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	343	99.7	19.0	30.2	24.8	26.0	50.8
Disabled	43	100.0	55.0	22.5	17.5	5.0	22.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	386	99.7	23.1	29.3	23.9	23.6	47.6
English Proficiency							
Limited English Proficient	25	100.0	63.2	15.8	21.1	0.0	21.1
Non−Limited English Proficient	361	99.7	20.8	30.1	24.1	25.0	49.1
Socio−Economic Status							
Subsidized meals	118	99.2	45.7	33.0	12.8	8.5	21.3
Full−pay meals	267	100.0	14.8	28.0	28.0	29.2	57.2

Social Studies

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
All Students	386	99.7	17.1	37.6	23.4	21.9	45.3
Gender							
Male	195	100.0	16.0	39.2	20.4	24.3	44.8
Female	191	99.5	18.2	35.9	26.5	19.4	45.9
Racial/Ethnic Group							
White	240	99.6	8.8	32.5	27.6	31.1	58.8
African American	120	100.0	31.7	48.5	15.8	4.0	19.8
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	46.2	30.8	15.4	7.7	23.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	343	99.7	13.2	37.3	25.4	24.1	49.5
Disabled	43	100.0	47.5	40.0	7.5	5.0	12.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	386	99.7	17.1	37.6	23.4	21.9	45.3
English Proficiency							
Limited English Proficient	25	100.0	47.4	36.8	10.5	5.3	15.8
Non−Limited English Proficient	361	99.7	15.4	37.7	24.1	22.9	47.0
Socio−Economic Status							
Subsidized meals	118	99.2	30.9	52.1	13.8	3.2	17.0
Full−pay meals	267	100.0	12.1	32.3	26.8	28.8	55.6

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	128	100.0	9.8	18.9	52.5	18.9	71.3
	4	122	100.0	7.8	33.6	49.1	9.5	58.6
	5	147	99.3	15.8	50.4	30.2	3.6	33.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	128	100.0	6.3	16.1	54.5	23.2	77.7
	4	130	100.0	6.8	34.2	51.3	7.7	59.0
	5	128	100.0	13.0	45.2	36.5	5.2	41.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	128	100.0	11.5	43.4	30.3	14.8	45.1
	4	122	100.0	13.8	33.6	18.1	34.5	52.6
	5	147	99.3	18.0	34.5	20.9	26.6	47.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	128	100.0	11.6	36.6	26.8	25.0	51.8
	4	130	100.0	14.5	26.5	25.6	33.3	59.0
	5	128	100.0	18.3	35.7	20.9	25.2	46.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	128	100.0	22.3	27.7	32.1	17.9	50.0
	4	130	99.2	21.6	35.3	19.0	24.1	43.1
	5	128	100.0	26.1	24.3	20.9	28.7	49.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	128	100.0	11.6	37.5	21.4	29.5	50.9
	4	130	99.2	13.8	42.2	28.4	15.5	44.0
	5	128	100.0	25.2	33.0	20.0	21.7	41.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 736)				
First graders who attended full−day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.8%	Down from 2.1%	2.1%	3.0%
Attendance rate	96.7%	Up from 96.4%	96.6%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%	Down from 4.3%	2.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.1%	Down from 3.0%	2.1%	3.2%
Eligible for gifted and talented	30.2%	Down from 31.8%	19.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.3%	Down from 8.5%	7.3%	8.2%
Older than usual for grade	0.7%	Up from 0.6%	0.6%	0.9%
Out−of−school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n= 54)				
Teachers with advanced degrees	64.8%	Up from 60.4%	56.6%	52.6%
Continuing contract teachers	88.9%	Up from 81.1%	86.7%	83.3%
Highly qualified teachers	96.0%	Down from 97.7%	93.3%	93.5%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	95.4%	Up from 90.7%	87.5%	87.0%
Teacher attendance rate	94.7%	Up from 94.2%	95.5%	95.0%
Average teacher salary	$47,608	Up 3.6%	$43,098	$41,703
Prof. development days/teacher	6.2 days	Down from 7.4 days	11.8 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student−teacher ratio in core subjects	19.7 to 1	Up from 19.4 to 1	20.3 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 90.0%	90.8%	89.8%
Dollars spent per pupil*	$6,107	Up 0.1%	$5,922	$6,242
Percent of expenditures for teacher salaries*	78.5%	Down from 79.3%	67.8%	65.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	95.5%	Up from 94.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	91.6%	89.4%
Highly qualified teachers in high poverty schools	89.4%	90.1%

	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance in this school	95.3%	Yes

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

Brennen Elementary School continues to be a flagship for elementary education in South Carolina. Situated in a residential section of the city of Columbia, the school serves approximately 725 students in grades K through 5. Brennen's greatest strengths arise from its excellent student achievement and awards, outstanding instruction, strong parent support, and continuous professional development.

We are proud of numerous honors that have come to us at Brennen during 2004-05. For the 4th consecutive year, we have earned a rating of Excellent on the SC School Report Card. We have also maintained our Palmetto Gold status for the 4th year. Our Student Council has earned, for the second consecutive year, the NAESP Honor School Council Excellence Award. In addition, we have been selected as a 2005 National Schools of Character Promising Practices citation recipient.

Outstanding classroom instruction is a major component of everyday life at Brennen. One of our major instructional initiatives for 2004-05 has been in the area of technology. Our PTO has purchased 6 Smart Boards, which are being used to enhance learning in various classrooms in grades 3-5. They have also purchased a wireless lab of laptop computers for student use. Another initiative has been in reading. We have begun the 100 Book Challenge in our 3rd through 5th grades this year. This initiative encourages students to read daily and keep logs of their time. We expect to expand this program to 1st and 2nd graders in the fall.

Our parent and community support is quite impressive. More than 23,800 official volunteer hours have been reported this year. The PTO sponsored its second fund-raising auction, raising $23,500 and attracting 240 attendees. Other fundraisers have brought the yearly total to an amazing $80,000. Among the activities that regularly bring in several hundred attendees are events such as Harvest Happening, Spring Supper, Back-to-School Bash, Walk Your Child to School Day, Grandparents' Day, Doughnuts for Dads, and Muffins for Moms. Our neighborhood Kilbourne Park Baptist Church members assist at PTO activities, serve as volunteers, and allow us to have our 5th Grade Promotion Ceremony in their gym.

In much the same way, we have continued our emphasis on professional development. Teachers have visited other schools to learn more about Integrated Thematic Instruction (ITI) and we have used our once-a-month Early Dismissal Wednesday afternoons to further research and learn about this school-wide initiative. Our plan is to phase in the first year of ITI in the fall.

All of us associated with Brennen Elementary School are proud of our 54-year history of academic excellence and have pride in the outstanding instruction that we offer our students. In addition, we are so appreciative of our strong base of parent support and look forward to each year's continuous professional development.

Marian Crum-Mack, Ph.D., Principal
Florence Gailey, SIC Chairperson

	Teachers	Students*	Parents*
Number of surveys returned	52	116	111
Percent satisfied with learning environment	94.1%	80.0%	93.5%
Percent satisfied with social and physical environment	96.0%	80.0%	91.7%
Percent satisfied with school−home relations	97.9%	87.7%	74.8%

*Only students at the highest elementary school grade level at this school and their parents were included.